

STRUCTURAL CONTENT OF AN ESP TEXTBOOKS FOR THE STUDENTS IN NON-PHILOLOGICAL INSTITUTES

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ABSTRACT

This article deals with the analyze of structural content of an ESP textbook intended for the students of Tashkent chemical-technological institute. In the article, the main attention is paid to the examples of speaking tasks. Topics chosen on each unit are based on actual problems and subjects.

Keywords: communicative competence, innovative cooperation partnership, an ESP textbook, the area of science, academic mobility.

INTRODUCTION

Sh. M. Mirziyoyev paid special attention to introducing the national curriculum for the continuous education system, improving the quality of education and issues of competitive personnel training mentioning that the quality of education - a decisive factor in the development of human capital in his work entitled "New strategy of New Uzbekistan".

In particular, on June 16, 2021, at the meeting of the video selector dedicated to the priority tasks in the higher education system under the chairmanship of the head of our state, Sh. Mirziyoyev indicated 4 priority tasks:

- the first is to increase the role of management boards of higher education institutions and expand the responsibilities of departments;
- the second is to adapt the educational process to market requirements, ensure its integration with production, and create an environment for the student to work on himself;
- the third is to increase the scientific potential of higher education institutions and develop science and innovation;
- the fourth is to reduce red tape for professors and students, and drastically reduce bureaucracy and corruption by digitizing the industry [1].

In order to effectively fulfill these tasks, it was emphasized that higher education institutions should be empowered to make independent decisions on academic and organizational management, and the implementation of these tasks is reflected in practice at the level of excellence.

In particular, the acquisition of professional skills in foreign languages by teaching languages for specific purposes is one of the indicators of the high competitiveness of future personnel in the labor market. According to its strategy, our institute prepares chemical technologists, engineers, mechanics, managers for quality control of industrial products and delivery of products to consumers for the chemical and food industries. In order to take their place in the world labor market, they are required to learn foreign languages. In this regard, foreign language teachers will have to create a new generation of literature based on the nature of a foreign language oriented to the profession.

Over the fulfilment of assigned tasks in the video selector by the president, the following activities have been established in the department "Foreign languages" to teach Languages for Specific purposes:

- creation of ESP textbooks, dictionaries of terms on the technology of chemistry and food products;
- demanding expertise and discussion of a dictionary, an ESP textbook and also doctoral dissertation;
- demanding nomination of scientific advisers;
- selection of doctoral dissertation themes;
- preparation of doctoral dissertation.

Obviously, realities of the modern world - processes of integration and internationalization of different spheres of human ability to live, and also socially - economic and political conditions in our country, aspiration of Uzbekistan to the further integration into the world community and, in particular, in the European general educational space, - all it is caused by occurrence of new approaches in a method of teaching of a foreign language. These approaches are based on new conceptual positions. It concerns the transition to two-level preparation on a foreign language (the bachelor, the master). The main objective of learning foreign language of students in non-philological institutes is achievement of the practical mastery of a language, allowing to use it in the area of their science. Practical foreign language skills assume presence of such abilities in various kinds of speech activity, which give the chance:

- free-reading the original literature in a foreign language in the field of knowledge;
- to make out the information taken from foreign sources;
- to make information and reports in a foreign language on the themes connected with graduation work of the undergraduate student;
- to conduct conversation on sociocultural subjects and on a specialty;
- to work in the library on the selection of the literature from foreign sources to write course and graduation work.

DISCUSSION

Language in context is focused on in teaching ESP on rather than grammar and language structures. It ranges from humanitarian and natural science fields to exact ones. The ESP focus is that English is not taught as a separate subject from the students' real world (or wishes); rather, it is integrated into a subject matter area relevant to the learners [3].

ESP differs from ESL in nature. As a rule, all four language skills in ESL such as listening, reading, speaking and writing are given equal emphasis, as in ESP it is a needs analysis that determines which language skills students need most and the curriculum is designed accordingly. In our institute, more attention is paid to the development of dominant skills that will be needed in the future professional activities in the existing directions at the institute. For example, the students studying in the management of industry economics specialty need to master reading skill (skimming and scanning subskills), listening skill to understand different speeches (listening for gist, listening for details), writing skill to write different documentations (writing formal and informal letters), and speaking

skill to conduct negotiations with business partners and customers. In addition, terms related to the specialties are covered in the specific texts.

According to David Carver, an ESP course should be based on three components: first, it should provide authentic materials; second, it should have a purpose-oriented orientation, which means that students should be able to engage in communicative tasks that simulate real situations; and finally, it should be marked with self-direction, which means that students should become active users [5].

According to Tom Hutchinson and Alan Waters, when teachers begin writing or designing their own materials, they should consider four major factors: input (a text, a dialog, a cassette or video-recording), content focus (the information, the subject matter that both teacher and students are dealing with), language focus (language material appropriate for the students' level of knowledge and expertise in handling a foreign language,), and task (the way of putting into practice the content meant to be transmitted); they influence one another and contribute to the development of a framework that may accommodate various aspects of the language to be taught [4].

Consequently, a vocabulary of special terms and grammatical structures should be also focused on, when designing an ESP coursebook. It is impossible to pay special attention to them. For example, in order to have a conversation about a specific technical process, a student must first have or have acquired the ability to engage in general conversational activities. Learning special words (terms) related to certain disciplines (for example, organic and inorganic chemistry, engineering, mathematics, physics, drawing, etc.) is of great importance, but not introducing it as learning by heart. It is necessary to aim for such words to be mastered gradually in order to use them without any difficulty in the context of a normal conversation. When it comes to grammar and the grammatical structures used, it is effective to include in the teaching material that certain grammatical forms are dominant in ESP according to the professional content environment, such as Present Simple (used to express general truths or laws of nature), Passive constructions (used to express the technical processes), If-clauses: types zero and one (used to express chemical reactions, scientific hypothesis), and nominal/adjectival compounds (used to describe the properties of elements, products, etc.). However, in order to create authentic materials, teachers cannot design tasks that are solely based on grammatical structures.

STRUCTURAL CONTENT OF AN ESP TEXTBOOK

Main objectives of the creation of an ESP textbook and a technical dictionary:

- to raise level of competitiveness of graduates of technical universities in the labor market;
- to raise level of knowledge and abilities of graduates of technical universities in the field of professionally - focused foreign language.

Expected results:

- 1) transition from traditional to the communicative approach in teaching foreign languages in technical universities;
- 2) introduction of the new modular system based on specificity of the future profession of the student, called to raise level of language preparation of students;
- 3) granting more ample opportunities for the academic mobility to students.

The communicative approach distinguishes:

- learner-centered;

- activity-based, using untraditional training exercises, and creation of the situations approached to real life, allowing to use studied language units;
- generative, unlike irritable, the approach to process of studying of the English language, stimulating students on generation of statements.

Specificity of a communicative orientation of a course of a foreign language for non-philological universities consists in a combination is professional-business and social-cultural orientation as two interconnected making intercultural communications of experts-non-philologists.

The textbook includes following components:

1. The book for students;
2. The book for teachers;
3. Audio and video data.

The book for students includes following themes:

- 1) General information about a specialty.
- 2) Intercultural awareness.
- 3) Computer literacy and information technology.
- 4) Scientific report preparation presentation.

Examples of tasks:

➤ Discuss following questions in groups and share your conclusions:

1. What is the importance of your specialty in the field of industry & economy of our country?
2. Which areas of science are connected to your specialty?

➤ Discuss on the national identity:

1. What kind of countries are Uzbekistan and Great Britain?
2. What kind of people are The Uzbek and The British?
3. What are the ethnic structures of both countries?

➤ Discuss about pros and cons of IT in the education system:

1. What is your consideration about the use of IT in teaching process?
2. Do you know on-line etiquette?
3. Do you prefer reading electron books rather than reading printed books?

➤ The role-playing game, a choice of type of conference, organizers of conference share problems which can arise during conference preparation (and videoconferences) and variants of their decisions. In the book for the teacher methodical recommendations about the employment organization are made, there are keys to lexical exercises.

Audio - a video data (examples of tasks):

- listen and fill in the gaps;
- listen and decide true or false;
- listen and choose the correct answer;
- listen to recommendations "references to audience" and add your own;
- answer the questions.

It is necessary to notice that the materials, which are chosen for an ESP textbook, should

- motivate students;
- increase the level of communicative skills and abilities of students;
- rise the level of brainstorming abilities of students;

- develop the information competence, ability to work with Internet resources.

CONCLUSION

Thus, formation of the communicative competence of students in non-philological universities in the conditions of integration into the European general educational space should be based on the communicative approach to training and occur in the educational-professional and scientific situations as much as possible approached to real communications.

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